<u>CHLD 252-02-4397</u>
INTRODUCTION TO CHILD DEVELOPMENT
Spring 2024 COURSE SYLLABUS

Instructor: Tess Manley, M.Ed
Office: Modoc 102 and Zoom
Office Phone: (530) 898-3095 (not recommended, please use Canvas email)
CHLD Department Office Room Number and Phone: Modoc 216 and 530) 898-5250
Email: Please use Canvas email
Office Hours: Monday, 1:30 PM-3:30 PM (Modoc 102 and Zoom), Wednesday 2:00 PM-3:00 PM (Modoc 102 or Zoom) or by appointment
Class Days: Monday and Wednesday
Class Time: 4:00PM-5:15 PM
Class Location: Modoc 221

Course Description:
This is a broad-based introductory lecture course that surveys child development from a multidisciplinary scientific perspective. Multiple theoretical and practical aspects of development are presented and examined within a multicultural context. Development from birth through emerging adulthood is explored in three primary areas, or domains: physical, cognitive and socio-emotional. This is not a course on parenting or how to properly raise a child, although there is considerable discussion of concepts relevant to this. Instead, the course is concerned primarily with historical and contemporary scientific theory and research on human development from conception through adolescence. This includes specific biological and environmental influences on development, addressing the longstanding debate of whether nature or nurture has the more powerful influence on human development. Additionally, the psychological and socio-cultural influences on development will be considered. Finally, diversity issues around children's identity, language development, inequity, access, and family patterns and practices are explored with an emphasis on identifying and challenging biases.

Required Text & Materials:
The syllabus constitutes a contract between instructor and student. The instructor reserves the right to alter elements of this syllabus as appropriate, with notice in class and/or through Canvas email or announcements.

Arnett, J. J., & Jensen, L. A (2020). Child development: A cultural approach (3rd Ed.). Boston, MA: Pearson Education, Inc. [ISBN-13: 9780137498437]

The textbook listed above (make sure to match the ISBN) includes access to a fully mobile online platform consisting of the required text and interactive materials (REVEL and My Virtual Child). You may purchase the digital access code for the program **instantaneously** from the Pearson website or purchase a hard copy of the access code from the Wildcat Bookstore or other online vendors. **Please note that the quickest way to purchase the digital access codes is to get it from the Pearson website directly.**

Revel/Pearson link and Instructions: https://console.pearson.com/enrollment/9th5yq
It's time to access your course materials for CHLD 252-02 Manley Spring 2024…

Get started by going to:
https://console.pearson.com/enrollment/9th5yq

Here's more information for your course section:
Course start date: Jan 22, 2024
Course end date: May 17, 2024

Meeting times:
Mon 4:00 PM-5:15 PM

Course Format:
The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for naturalistic observations, in-class discussion, in- and out-of-class activities, reflection about the information being presented, and group work. Attendance and participation are crucial to the learning process and demonstrate respect both for your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information. The exams will be given online, with the exception of Unit 3 Exam/Final Exam Activity

Grading:
This course has a possible **550** points and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy

		93-100%	= A	90-92%	= A-
87-89%	= B+	83-86%	= B	80-82%	= B-
77-79%	= C+	73-76%	= C	70-72%	= C-
67-69%	= D+	60-66%	= D	0-59%	= F

Course Requirements:	Points
1. **Exams (300 points)**: Three 100-point non-cumulative exams will be completed. Dates are noted in the class schedule. The first two exams will consist of 50 multiple choice and true/false questions drawn from text, lectures, and in-class activities. The Unit Three/Final Exam will include an in-class portion that will occur	*300*

Course Requirements:		Points
	during Finals Week and an online portion that will be available this same week. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (75 minutes) and students must be prepared (e.g., completed readings and have studied) in order to finish within the time constraints. Students also must complete exams by themselves, without help from peers. Any unauthorized collaboration with peers on exams will count as academic dishonesty, and result in students involved receiving a 0 on the exam.	
2.	**REVEL Activities and Quizzes (100 points):** This fully mobile online resource will contain readings, activities, and chapter quizzes. There are 12 chapters and each score earned will be averaged. This will translate into points for this area. For example, if someone earns an overall average of 92% on all assigned chapter activities and quizzes, they earned 92 of the 100 points possible for this course requirement. The chapter activities and quizzes have completion dates listed on the class schedule; these are soft due dates. It is recommended that these readings, activities, and quizzes be completed on time. Late work in Revel will be accepted at 50% credit.	*100*
3.	**My Virtual Child (MVC) Activities and Reflection Essays (90 points):** Accessed through Revel, the MVC Assignment allows for exploration of issues related to Child Development by raising a virtual child. At three points throughout the course, you will be expected to have raised your child to a certain age and complete reflection essay (questions available via BBL). A typed, double-spaced, copy will be submitted via Turnitin. It is expected these responses will be ~2 pages in length. Please note that simply raising the child to the expected age will earn you NO points. To earn points, write a reflection essay answering the prompt and submitting via Canvas.	*90*
4.	**Participation/Attendance (60 points):** Attendance and participation is crucial to your success. There will numerous unannounced in class activities worth points throughout the semester. Poor attendance will impact the ability to earn these points. Showing up to class matters.	*60*
	Total:	*550*

Late Grading Policy

- The **late policy** for this class includes a late penalty: **10% (of the total possible points) per day** for **up to 5 days** (i.e., a maximum of 50% of the possible points for the assignment). **After 5 days late, assignments will not be accepted for a grade.** Make-up for exams will **only** be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the

scheduled day. Except in the case of an emergency, arrangements must be made ***in advance***.

- Late policy does not apply to extra credit – no extra credit will be accepted late.
- Papers, as well as extra credit opportunities, have strict (non-flexible) requirements that MUST be met to receive credit, so be sure you to ask if you have any questions.
- Depending on the assignment, feedback may be more limited if your work is turned in late.

How Late?	Penalty
Up to 24 hours (1 day)	10%
25-48 hours (up to 2 days)	20%
49-72 hours (up to 3 days)	30%
73-96 hours (up to 4 days)	40%
97-120 hours (up to 5 days)	50%
121+ hours (more than 5 days)	No Cred

How to Contact your Professor:
Office hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours. The best way to contact me is via **EMAIL** Canvas When you send me an email, please be sure to mention that you are enrolled in CHLD 252.

What is expected of students in regards to participation and attendance for this course:
We will meet synchronously on Monday and Wednesday from 4:00 to 5:15 PM. I will lecture, we will have group discussions, work on unannounced class activities and also watch course related media content. Consistent attendance is expected of all students. If an extenuating circumstance (i.e., illness, family emergency, natural disaster, etc..) occurs, it is the student's responsibility to reach out and communicate the reasons behind the absence in a timely manner.

How to Access Course Materials:
Throughout this course we will be using two major online platforms: Canvas and REVEL (which includes My Virtual Child).

Canvas: The syllabus, our class schedule, Week 1-16 folders (all released in sequence as the semester progresses), Assignment links for My Virtual Child Reflection Essays and other assignments plus Exams will be available on Canvas. Students are responsible for regularly checking Canvas for course content and announcements. Additionally, it is expected that students will consistently check their email for important information.

REVEL: REVEL is a fully mobile online platform consisting of the required text and interactive materials. Readings, assignments, and videos will be located here. An audio version of the text is available online as well (i.e., you can opt to have the text read to you).

Follow these instructions for signing up to REVEL:

1. Go to this course in Canvas and locate heading, Assignments and open it. Next select link "Open Pearson."

2. Sign in to your Pearson Account or create one.

3. Redeem your access code or purchase instant access online. (Temporary access option for   financial aid is also available.)

My Virtual Child (MVC): (Situated within REVEL) We will be using the My Virtual Child online module, in which you raise a virtual child. This is located within the REVEL account. This simulation allows you to experience the development of your "child" from birth through age 18. This experience will allow us to explore major concepts in the course including incorporation of theories you're learning about, typical events occurring in certain developmental periods, and controversies that may exist. You will be making decisions at certain points, you will reflect on decisions and outcomes, and we will discuss in class. This will be an integral part of our class-based activities and discussions. Please know that if your virtual child is not raised to

Course and University Policies:
Make-up Exams, Late Work, and Missing Work: Make-up exams are allowed only at the discretion of the professor, IF the student has a compelling reason for missing the exam as scheduled AND has contacted the professor prior to the scheduled test. If the professor agrees, a new "due" date will be assigned by which the exam must be completed. Late MVC Reflection Essays will be penalized 10% per day late. After 5 days, late work will not be accepted.

Chat GPT or Artificial Intelligence (AI): All work submitted must be written by the student submitting the assignment. Any work produced using Chat GPT or any type of AI will not receive credit. Turnitin and instructor's own assessment will be used to determine instances of possible Chat GPT or AI produced work.

Late Arrivals, Early Departures and Missed Class: Late arrival to class is distracting and should be avoided; consistent or excessive tardiness (more than three times) will also result in a lowering of your grade. Likewise, getting up in the middle of class or leaving early is equally distracting and disruptive. Notifying the professor that class will be missed does not, by default, constitute an "excused absence".

Cell Phones & Electronic Devices: It is tempting to tend to other tasks, check social media, or work on class assignments for our class or perhaps another one during our class meetings. It is each student's responsibility to be fully present during our class meeting. Everyone's undivided attention is necessary and expected. Please exit the class meeting if you are compelled to communicate with other people or complete course work unrelated to our class's lecture.

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in our and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students' opinions and a goal of these activities is to

continue the development of skills for communication and collaboration with those who may be different from yourself. If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements: All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. Proofreading is ESSENTIAL. If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below).

Academic Integrity: Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." It is the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. All written work is to be individually produced unless otherwise noted in the assignment. Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz (including online exams) or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism. When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as and not limited to, ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Title IX Confidentiality and Mandatory Reporting: As a Chico State lecturer, one of my responsibilities is to help create a safe learning environment for students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available here: Title IX.

Student Resources:

IT Support Services (Optional)
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the ITSS web site. Additional labs may be available to students in your department or college.

Student Services (Optional)
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the current students page of the CSU Chico web site.

Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

> **Accessibility Resource Center**
> 530-898-5959
> Student Services Center 170
> arcdept@csuchico.edu

Student Learning Center (Optional)
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The University Writing Center has been combined with the Student Learning Center. You can also visit the Student Learning Center web site.

Ally
Chico State is committed to providing you the best learning experience possible. With this goal we have activated Ally in your courses. Ally integrates seamlessly with Chico State's Canvas learning management system to automatically check course content and files uploaded by instructors for accessibility issues. Using advanced machine learning algorithms, Ally generates alternative formats—such as text that is readable by a screen reader, electronic braille, or audio—that students can download and use to support their learning. Here is a link to more information on available formats as well as what each format offers. Should you have any questions or experience issues while

using Ally please contact the Office of Accessible Technology and Services at <u>oats@csuchico.edu</u> or 530-898-6532.

WellCat Counseling Center: WellCat Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students: CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry, link below.

> 1. <u>Hungry Wildcat Food Pantry</u>
>
> 2. Did you know you may be eligible for a CalFresh EBT card? About half of Chico State students are eligible for CalFresh. Basic Needs Benefits Office access for on-the-spot CalFresh (USDA SNAP) food benefit application assistance through <u>Calfresh</u>

<u>Acknowledgements, Affirmation and Professional Behavior Agreement</u>

Acknowledgements: We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

Affirmation: I want our course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework (and/or as we've shifted to this virtual platform) is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student(such as dependent parents,

children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in Canvas, a time outside of those hours to meet.

Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and wh en communicating with fellow students and your professor. This includes engaging i n mutual respect and cooperation, as well
as following course agreements. In this course we will be addressing some topics relat ed to
diversity and bias. A critical component of this exploration is respect of other students ' opinions and a goal of these activities is to continue the development
of skills for communication and collaboration with those who may be different from yourself. This does not mean that we avoid sensitive topics—in fact it is precisely those topics that we most want to address in order to really promote learning and challenge or further understand our pre-existing beliefs! It does mean that we want to do so from a place of curiosity about other's perspectives and honor other's experiences.

Additionally, during these unique times of virtual classes—"attending" class from our homes, cars or other places, the line between what's acceptable and not might seem less clear. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person are not acceptable in our virtual space. If you would like to learn more about expectations, please visit the SCRR website
(https://www.csuchico.edu/scrr/). If you have any questions about what constitutes professional behavior, please feel free to ask.

Child Development Mission Statement:
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Child Development Vision Statement:
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally, and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring,

promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Course Objectives & Contribution to the Child Development Major:

Upon completion of CHLD 252: Introduction to Child Development, the following course objectives describe competencies that students will demonstrate after completion of the course. For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Child Development Department:

SLO I: **Critical Thinking in Child Development**	Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development
SLO II: **Written Communication in Child Development**	Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines
SLO III: **Oral Communication in Child Development**	Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.
SLO IV: **Information Literacy in Child Development**	Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.
SLO V: **Quantitative Literacy in Child Development**	Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as

SLO I:
Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development
critical consumers of information regarding child development.

SLO VI:
Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

CHLD 252 Learning Objectives	…As Measured By…	SLO
Describe physical, cognitive, and socio-emotional development from conception through adolescence, citing relevant theory and research.	Exams, Activities, Written Assignments	I, II, IV
Demonstrate an understanding of competing theoretical perspectives of developmental influences, particularly as they relate to the influences of nature and nurture.	Exams, Activities, Written Assignments	I, II, IV
Discuss the role of genetics and hereditary factors (including maturation) in the cognitive, behavioral, and psychosocial development of children.	Exams, Activities, Written Assignments	I, II
Articulate an understanding of competing environmental influences on development.	Exams, Activities, Written Assignments	I, II
Demonstrate a multi-level understanding of the influences of diversity issues in children's identity formation, including class systems, family patterns and practices, and impact of immigration within the influences of racism, sexism, classism, ableism, and ethnocentrism.	Exams, Activities,	I, IV, VI
Describe and discuss socio-cultural influences on development from the macro (cultural) to the micro (intra-familial) systems.	Exams, Activities, Written Assignments	I, II., III, IV

Note: *Changes in the syllabus or schedule are at the discretion of the instructor. Due dates are firm and are spaced across the semester. Assignments are due before the start of class on the day listed. Makeup exams will ONLY occur when a compelling reason is agreed upon AND the professor agrees to a make-up date. All readings are required to be completed by the date they*